Summary of Striving Readers Projects:
Targeted Interventions for Struggling Readers

Table 1: Overall Elements of the Intervention Models			
Model/Developer	**Use of Technology**	**Reading Materials**	**Formative Assessments**
Chicago Public Schools, IL			
Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program			
Chicago Striving Readers Program, a tiered approach: Tier 2 (struggling readers who could reach grade level with focused classroom support); Tier 3 (struggling readers who require long-term intensive support/ customized instruction). All tiers receive whole-school intervention model of reading comprehension-focused literacy strategies. Tiers 2/3 receive targeted intervention model of differentiated instruction/ scaffolding/support in classroom. Developed by program implementers in collaboration with Donna Ogle of National-Louis University. *Achieving Maximum Potential program, (AMP):* Tier 3 students also receive 4 hrs/week of AMP, an intensive after-school literacy program to build vocabulary, fluency, word identification and comprehension skills, background knowledge through interactive/diagnostic computer software. Developed by T. Shanahan of the University of Illinois at Chicago; Pearson Education, Inc.	By the end of Year 2, most of the technology component was integrated into the classroom instruction. Each classroom has: a listening center where students can access models of fluency, record themselves reading, monitor own fluency levels, and listen to audio books; and a media center with 3 computers and printer to support special intervention software and group or individual research; and 10 Alpha Smarts (hand-held computers) for note-taking, brainstorming, preparing graphic organizers, and taking spelling tests. AMP program also uses diagnostic-based computer software.	All 6-8 classroom and school libraries receive authentic, genre-rich, multileveled and cultural responsive reading materials, guided by students' reading abilities and interests. Multileveled materials are designed to be high-interest and integrated with technology and audio resources. "Text set" units, developed with collaboration of Donna Ogle and National Louis University staff, feature a variety of informational non-fiction texts at different reading levels and with varied text structures and organizational features.	Screening, diagnostic, and progress-monitoring tools that are intended to lead to adjustment of instruction. Stanford Learning First benchmark assessments, informal classroom assessments, comprehension rubrics, fluency snapshots, spelling inventories, teacher observation and checklists, student self-assessment, student interviews and students' interest inventories.

Model/Developer	Use of Technology	Reading Materials	Formative Assessments
Danville School District, KY			
Learning Strategies Curriculum			
Learning Strategies Curriculum focuses on strategies to help students derive information from texts (Acquisition), identify and remember important information (Storage), and develop writing or academic competence (Expression). Also focuses on meta-cognitive skills underlying learning, generalization, motivation. Developed by the University of Kansas Center for Research on Learning, as one component of the Strategic Interventions Model (SIM) (Tralli, Colombo, Deshler, & Schumaker, 1996).	Each classroom has a tablet PC to serve as a method of delivery system to whole or small group. Some classrooms use tablet for Visual Imagery Strategy. Some classrooms use a listening center where students can access models of fluency, record themselves while reading, monitor their own fluency levels, and listen to audio books based on individual needs. Some classrooms use blogging or software supports for pre-requisite skills needed prior to strategy instruction.	Reading library materials with content written specifically for and designed to be of high interest to adolescents by including connections to their everyday experiences. Provide teachers with lists/choices at various reading levels that support literary and informational/subject texts and genres. Use of springboard novels, picture books, and articles to support standards integration and build background for comprehension strategies.	Informal reading diagnostics using the Ekwall/Shanker Reading Inventory fourth edition. Use of frequent grade level and instructional level curriculum based measures for reading and writing.
Memphis City Schools, TN			
Read 180 Enterprise Edition			
Read 180 Enterprise Edition, a reading curriculum that aims to directly address individual needs of struggling adolescent readers through adaptive and instructional software, teacher-directed instruction, and independent or modeled reading of literature that is intended to be of high interest. Developed by Scholastic, Inc. http://teacher.scholastic.com/products/read180/	Adaptive, interactive instructional software (rBook, rBook flex--Read, Write, React books) for instruction in decoding and word recognition, spelling, fluency, vocabulary and comprehension; audio- books, paperbacks, and Anchor Videos, related to textbook readings, to build knowledge, spark discussion. Students use software at least 3 times a week, 15 minutes per session.	READ 180 materials written specifically for adolescents. Stories contain content intended to be of interest to adolescents and connected to their everyday experiences.	Weekly and monthly assessment protocols on writing, vocabulary, comprehension, using READ 180 Topic Software. Diagnostic testing using Scholastic Reading Inventory 3 times a year. Scholastic Achievement Manager (SAM), software that provides feedback to teacher from student assessments.

Model/Developer	Use of Technology	Reading Materials	Formative Assessments
Newark Public Schools, NJ			
Read 180 Enterprise Edition			
Read 180 Enterprise Edition, a reading curriculum that aims to directly address individual needs of struggling adolescent readers through adaptive and instructional software, teacher-directed instruction, and independent or modeled reading of literature that is intended to be of high interest. Developed by Scholastic, Inc. http://teacher.scholastic.com/products/read180/	Adaptive, interactive instructional software (rBook, rBook flex--Read, Write, React books) for instruction in decoding and word recognition, spelling, fluency, vocabulary and comprehension; audio- books, paperbacks, and Anchor Videos, related to textbook readings, to build knowledge, spark discussion. Students use software at least 3 times a week, 15 minutes per session.	READ 180 materials written specifically for adolescents. Stories contain content intended to be of interest to adolescents and connected to their everyday experiences.	Daily assessment protocols on writing, vocabulary, comprehension. Diagnostic testing using Scholastic Reading Inventory-SRI. Scholastic Management Suite (SMS) and Scholastic Achievement Manager (SAM), software to provide feedback to teachers from assessment tools.
Ohio Department of Youth Services (students in juvenile correction facilities)			
Read 180 Enterprise Edition			
Read 180 Enterprise Edition, a reading curriculum that aims to directly address individual needs of struggling adolescent readers through adaptive and instructional software, teacher-directed instruction, and independent or modeled reading of literature that is intended to be of high interest. Developed by Scholastic, Inc. http://teacher.scholastic.com/products/read180/	Adaptive, interactive instructional software (rBook, rBook flex--Read, Write, React books) for instruction in decoding and word recognition, spelling, fluency, vocabulary and comprehension; audio- books, paperbacks, and Anchor Videos, related to textbook readings, to build knowledge, spark discussion. Students use software 5 times a week, 20 minutes per session.	READ 180 materials written specifically for adolescents. Stories contain content intended to be of interest to adolescents and connected to their everyday experiences.	Periodic diagnostic assessment of comprehension, vocabulary, writing, using READ 180 Topic Software. Quarterly progress monitoring using Stanford Reading Inventory-SRI.
Portland School District, OR			
Xtreme Reading Strategic Instruction Model			
Xtreme Reading Strategic Instruction Model, a curriculum aimed at teaching explicit strategy instruction for word recognition, reading fluency and comprehension among struggling adolescent readers. Focuses on 7 reading strategies:	No explicit strategy to incorporate the use of technology.	Selected trade books for teaching strategies. Reading library.	Pre & post assessments for each curriculum unit. Embedded fluency and comprehension checks.

Model/Developer	Use of Technology	Reading Materials	Formative Assessments
Vocabulary, LINCing, Word Mapping, Word Identification, Self-Questioning, Visual Imagery, Paraphrasing, and Inference. Developed by the University of Kansas, Center for Research on Learning. http://www.xtremereading.com/			
San Diego Unified School District, CA			
Strategies for Literacy Independence across the Curriculum			
Strategies for Literacy Independence across the Curriculum model (SLIC), a professional development-based model that presents students with a set of literacy strategies to enhance skills in reading and writing. Designed to teach students strategic reading behaviors such as cross-checking text features and running text to verify understanding, using contextual clues to understand new vocabulary, note-making/other forms of writing to organize text information from readings, and breaking writing prompts into component questions. Students are assumed to gradually build independence in using these through scaffolded instruction and independent reading and writing practice. Developed by T. McDonald & C. Thornley, Education Associates, New Zealand.	No explicit strategy to incorporate the use of technology.	Expository, narrative, and persuasive text, including textbooks, novels, short stories, magazines. Materials provided by developer or selected by teacher.	Periodic administrations (every 2-3 months) of a SLIC/BEAR literacy assessment tool, developed jointly by SLIC developers, San Diego Unified School District, and UC Berkeley/BEAR.

Model/Developer	Use of Technology	Reading Materials	Formative Assessments
Springfield and Chicopee Public Schools, MA			
Read 180 Enterprise Edition			
Read 180 Enterprise Edition, a reading curriculum that aims to directly address individual needs of struggling adolescent readers through adaptive and instructional software, teacher-directed instruction, and independent or modeled reading of literature that is intended to be of high interest. Developed by Scholastic, Inc. http://teacher.scholastic.com/products/read180/	Adaptive, interactive instructional software (rBook, rBook flex--Read, Write, React books) for instruction in decoding and word recognition, spelling, fluency, vocabulary and comprehension; audio- books, paperbacks, and Anchor Videos, related to textbook readings, to build knowledge, spark discussion. Students use software 5 times a week, 20 minutes per session.	READ 180 materials written specifically for adolescents. Stories contain content intended to be of interest to adolescents and connected to their everyday experiences. Books are Scholastic paperback, Bluford books (intended to be at appropriate reading levels).	Periodic assessment protocols on writing, vocabulary, comprehension, using READ 180 Topic Software, rSkills tests after specific workshops. Diagnostic testing using Scholastic Reading Inventory 3 times a year. Scholastic Achievement Manager (SAM), software that provides feedback to teacher from student assessments.
Xtreme Reading Strategic Instruction Model			
Xtreme Reading Strategic Instruction Model, a curriculum aimed at teaching explicit strategy instruction for word recognition, reading fluency and comprehension among struggling adolescent readers. Focuses on 7 reading strategies: Vocabulary/LINCing, Word Mapping, Word Identification, Self-Questioning, Visual Imagery, Paraphrasing, and Inference. Developed by the University of Kansas, Center for Research on Learning. http://www.xtremereading.com/	Does not incorporate the use of technology.	Reading library. Lists of supplements or appropriate additions/choices.	End-of-unit assessments. Group Reading Assessment Diagnostic Evaluation (GRADE), 2 times per year.
Source: Striving Readers Year 2 Evaluation Reports (available at: *http://www.ed.gov/programs/strivingreaders/performance.html*)			